

Full Length Research Paper

Relationship of job involvements on vocational school students' job satisfactions in industrial training

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Industrial training is an important strategy to expose students to the real job situation so that they should be able to develop their job competency after completing their schooling. Industrial training program was known as the dual system program curriculum in vocational high schools. It was implemented for three to six months. This study examined the difference and relationship between job involvements towards job satisfactions in industrial training activities which were implemented for vocational school students. Data were collected from 300 vocational high school students using questionnaire. The selection of respondents was based on simple randomized sampling methods. The results of questionnaire were analyzed using descriptive analysis, one way ANOVA, and Person Correlation analysis with 99% level of reliability. Results showed that the level of students' job involvements and job satisfactions were high. The study showed that there was no difference between students' job involvements and job satisfactions with respect to the three groups, three months, four months and six months. The study also showed that there was a significant relationship between students' job involvements and job satisfactions in industrial training.

Key words: Job involvements, job satisfactions, industrial training, vocational students.

INTRODUCTION

In developing countries, such as Indonesia, the role of education is important to enable students to develop their knowledge. School is a centre of formal education to train and develop students' competency. Schools are not only used to encourage students to develop their students' cognitive and affective, but are also used to develop their professional skills and attitudes in order to enhance the country's economical development. Generally, the main role of schools is to enhance the students' cognition, psychomotor as well as affective appropriate to the job requirements (UNESCO and ILO, 2002; Jeris and Johnson, 2004).

Students' ability in fulfilling the job requirements depends on several factors such as industrial training. It is important to develop equilibrium students based on

jobs requirements in order to prevent any obstacles (Suyanto, 2008). The achievement of academic is not the only variable for a graduate to be employed by employers, but more importantly, it should be associated with other aspects by the employers, namely attitudes to jobs; individual perceptions of jobs; his/her tasks and responsibilities.

The level of vocational educations in Indonesia is known as Vocational High School (Sekolah Menengah Kejuruan/SMK). It implements dual system programmes. Students are asked to learn both in school and industry. In industry, students undertake an apprenticeship for about 3 to 6 month periods. The training program is conducted to enhance students' ability to become capable human resources who are able to support the

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development of economy. Based on Oni (2007), vocational education might be able to enhance student's competences so that the students can be employed by any organizations. Instead, Suyanto (2008) asserted that the purpose of industrial training is to enhance students' competences. For example, each company is required to enhance its productivity through the development of quality workforces appropriately. As a training place, each industry should be aware and responsible in supporting the development and success of schools (Junaidah, 2001; Stevenson, 2005).

The training in a workplace can give a positive impact to the productivity (Stone et al., 2004; Suyanto, 2008). Despite that, each productivity can give a positive benefit to the company (Conti, 2005). Wahyu (2008) asserted that there are still 5% students who have not succeeded in the industrial training. This is because the students are not involved directly in the workplace as they do not have adequate job satisfactions.

Job involvements are defined as an identification of individual psychology and commitment towards his/her job (Batt, 2002; Blau and Boal, 1989; Hackett et al., 2001; Kanungo, 1982). Job involvements consist of internal values regarding job benefits or the importance of job in assessing individual (Lodahl and Kejner, 1965). This condition is required to regard job as a crucial element in daily life so that each individual is able to involve in his/her job very well. Vocational education students should develop their job involvements in an early stage. This can lead them to pass and work with a better performance. A better involvement of individuals in their workplace is important for developing their self-esteem (Lodahl and Kejner, 1965). If an individual is having high job involvements, then he or she will have more jobs (Kanungo, 1982).

In each organization, an employee with high job involvements will be more concerned about his/her job (Batt, 2002). For example, high job involvements will decrease the number of dropout level of employees. In industrial training contexts, job involvements refer to the students' commitments toward jobs in industrial training. There are several characteristics shown by the employees who have a high concern towards job, namely bounded feelings, self-confidence towards his/her ability, satisfying with his/her tasks, showing his/her efforts appropriately, low dropout levels and spending time to work. This is due to the students having a positive perception that the industrial training is important for their future.

Job satisfactions are contribution of employees' cognitive and affective reactions by comparison between hopes and facts (Cranny et al., 1992) and conceptual positive feelings due to evaluations of characteristics (Robbins, 1996). Job satisfaction is defined as a concept that integrates employees' personal confidence, environments, individual characteristics and hopes (Misener and Cox, 2001). It is also defined as how far is the employee

willing to work (Price, 2001). It involves emotional reactions related to occupation aspects (Erkan, 2009; Khan and Nemati, 2011). It is affected by job environments (Mudor and Tooksoon, 2011). Job satisfaction is related to job conditions in which individuals feel satisfy with their job. Job satisfaction is one of the important issues that can affect organizations' performances (Koys, 2001). The contribution of job satisfaction and job out-comes is being investigated fully. Ward and Davis (1995) showed that there is a positive relationship between job satisfactions and job performances. If an employee is unsatisfied towards his/her job in a company, then he/she will quit from working. An employee will be loyal to an organization if he/she is satisfied with the organization.

According to Rashed (2001), an individual with high job performances usually has high job satisfactions. Customer-oriented company should focus on the development of employees' satisfactions by realizing that each employee has a large contribution towards the purpose of a company. Normally, employees who are satisfied with their job do not change their job. It depends on the relationship between employees and customers. Employees who tend to be friendly, cheerful and responsive, their services are valued by customers. Thus, a company where vocational school students do their industrial trainings should be able to deliver the experiences appropriately.

There are several aspects that can be used to evaluate job satisfactions (Jackofsky and Slocum, 1987). Spector (1997) proposed that appreciations, promotions, supervisions, working conditions, payments/salaries, coworkers, benefits, communications and nature of the jobs are some examples of job satisfaction evaluations. These aspects can be chosen appropriately based on students' needs in industrial trainings, namely recognitions, supervisions, working conditions, coworkers, benefits, communications and nature of the jobs.

Research problem

Industrial training program is a part of educational process in vocational high school. It can be adopted as students' development. Vocational students' industrial training is parallel to job requirements in order to produce talented prospective employees. Students who have implemented their industrial training is hope to have the experiences and practices that are related to their fields. There are several factors that affect and can develop students' potential in working independently or working in a company. However, industrial training is believed to affect students' developments from several areas. Unfortunately, there still exists students who are not able to implement it appropriately. Students' failures are due to their non-involvement in their job in order to get/ job satisfactions.

Table 1. The levels of job involvements and job satisfaction.

Variable	N	Mean	Standard deviation
Concerns (X1)	300	3.99	0.49
Psychological attachments (X2)	300	4.12	0.49
Self-confidences (X3)	300	4.27	0.49
Task satisfactions (X4)	300	4.16	0.46
Efforts (X5)	300	4.10	0.44
Attendance (X6)	300	4.25	0.40
Loyalties (X7)	300	4.38	0.37
Job involvements (X)	300	4.23	0.23
Job satisfactions (Y)	300	4.22	0.16

Research objectives

The aim of this study is to evaluate students' job involvements and job satisfactions during industrial training. Specifically, the objectives of this study are as follows:

1. To identify the levels of students' job involvements and job satisfactions during industrial training.
2. To identify the significant difference between students' job involvements and job satisfactions based on the time period of industrial training.
3. To identify the significant relationship between students' job involvements and job satisfactions in industrial training.

Hypotheses

The hypotheses of this study are as follows:

Ho: There is no significant difference between vocational school students' job involvement levels based on the time period of industrial training.

Ho: There is no significant difference between vocational school students' job satisfaction levels based on the time period of industrial training.

Ho: There is no significant relationship between vocational school students' job involvement and job satisfaction levels in industrial training.

METHODS

Procedures and samples

The data were collected from 300 students who were conducting their industrial training in an automotive company. They were chosen randomly in seven vocational schools in Makassar, Indonesia. Samples were asked to answer the questionnaire. The questionnaire data are analyzed using Descriptive analysis, One Way ANOVA, and person correlation analysis with 99% level of reliability. Five Likert scale of questionnaire is used from the range of (1) -Strongly disagree to (5)- strongly agree. This study regarded Job Involvement as its independent variable, and Job satisfaction as its dependent variable.

Students' job satisfactions are measured via the positive feelings about tasks or jobs given by the supervisor during an industrial training. A student that has high job satisfactions will have a positive feeling towards his/her job. Conversely, a student that has low job satisfactions will have a negative feeling towards his/her job. In other words, job involvements refer to students' levels of active employment and performance. It is a form of self-esteem.

RESULTS

300 vocational school students participated in answering the questionnaire in this study. One hundred percent of students' responses were obtained in this study. The entire samples were males who were involved in industrial training between three and six months.

Data analysis

The entire data were analyzed statistically using SPSS software. Both variables consisted of seven main constructs. Job involvements consisted of concerns, psychological commitments, self-confidences, job satisfactions, efforts, attendances and job loyalties. While, job satisfactions consisted of recognitions, supervisions, job conditions, coworkers, benefits, communications and the nature of works. There were fourteen criteria, which consist of 28 questions. Descriptive statistic analysis and inferential statistic analysis were used to explore the relationship between variables in order to achieve the research objectives. Normality and homogeneity analysis were implemented in order to analyze the parametric data inferentially.

The levels of students' job involvements and job satisfactions

Table 1 shows the levels of job involvements and the dimensions of job involvements in the study. The highest mean of job involvements is job loyalties (4.38), followed by self-confidences (4.27), attendances (4.25), task satisfactions (4.16), psychological attachments (4.10) and

Table 2. Test of homogeneity of variances for job involvements

Levene's statistic	df1	df2	Sig.
0.036	2	297	0.965

concerns (3.99). Generally, the mean of job involvements (4.23) is higher than the mean of job satisfactions (4.22). The mean of concerns is lower than the mean of job satisfactions. This is because the students were not able to perform in the industrial training. Hence, it was found that the mean of job loyalty levels is high, but the mean of concern levels is low. This means that if the students are having high loyalties, then it does not mean that the students shall have high concerns.

Difference of job involvements based on the time period of industrial training

Based on Table 2, the test of homogeneity of variances was significant at $p = 0.965$. This value shows that the variances of the three groups were same.

Table 3 was used to measure the difference of job involvements between the three groups of industrial training time periods. Table 3 shows the results of ANOVA for job involvements with significant $p = 0.401$. The results showed that there were no significant differences between job involvements based on the three different group time periods, namely three months, four months and six months.

Difference of job satisfactions based on the time period of industrial training

Based on Table 4, the result of test of homogeneity of variances for job satisfactions was significant at $p = 0.108$. This value showed that ANOVA test was valid as the result of homogeneity analysis showed that the three groups' variances were the same.

Table 5 shows the difference between job satisfactions between the three groups of industrial training time periods. It was found that the result of ANOVA was significant for $p = 0.662$. This value showed that there was no significant difference among job satisfactions based on the three groups of time periods, namely three months, four months and six months.

Relationship between job involvements and job satisfactions

Table 6 shows the relationship between job involvements and job satisfactions at significant level $p = 0.01$. The study showed that there was a strong relationship between job involvements ($X = 0.578$, $p = 0.00$) and job

satisfactions (Y). Then, it was found that there was a strong relationship between concerns and job involvements ($X1 = 0.505$, $p = 0.00$). Despite that, there was a strong relationship between psychological attachments and job involvements ($X2 = 0.532$, $p = 0.00$). There was a strong relationship between self-confidence and job involvements ($X3 = 0.427$, $p = 0.00$). There was a moderate relationship between task satisfactions and job involvements ($X4 = 0.467$, $p = 0.00$). There was a strong relationship between efforts and job involvements ($X5 = 0.605$, $p = 0.00$). There was a strong relationship between attendances and job involvements ($X6 = 0.588$, $p = 0.00$). There was a strong relationship between job loyalties and job involvements ($X7 = 0.565$, $p = 0.00$).

Hence, there exists a relationship between job involvements and job satisfactions. There exists a weak relationship between concerns and job satisfactions ($X1 = 0.158$, $p = 0.00$). There exists a sufficient relationship between psychological attachments and job satisfactions ($X2 = 0.369$, $p = 0.00$). There exists a sufficient relationship between self-confidence and job satisfactions ($X3 = 0.326$, $p = 0.00$). There exists a sufficient relationship between task satisfactions and job satisfactions ($X4 = 0.323$, $p = 0.00$). There exists a sufficient relationship between effort and job satisfaction ($X5 = 0.190$, $p = 0.00$). There exists a sufficient relationship between attendances and job satisfactions ($X6 = 0.438$, $p = 0.00$). There exists a sufficient relationship between job loyalties and job satisfactions ($X7 = 0.376$, $p = 0.00$).

DISCUSSION AND INTERPRETATION

Generally, the results showed that the levels of both variables were high. This means that the students were given a high positive evaluation towards their job involvements in industrial training which affected their job satisfactions. Similarly, each dimension of job involvements also showed a high level of means.

What are the levels of students' job involvements and job satisfactions during industrial training?

Generally, the study showed that each student was having high job satisfactions, which is due to high job involvements. The dimensions were job loyalties, self-confidence, attendances, task satisfactions, psychological attachments, efforts and concerns which supported high student's job involvements. High job loyalties refer to students' high responsibility and awareness toward the given jobs by the supervisor.

High student's self-confidence showed that there exists both students' talent and ability. Without having high self-confidence, students cannot achieve a quality life. Hence, the purpose of implementing industrial training is to develop students' self-confidence. Students should develop their self-belief and self-esteem so that they can

Table 3. ANOVA table for job involvements.

Variations	Sum of square	Df	Mean square	F	Sig.
Between groups	0.099	2	0.050	0.916	0.401
Within groups	16.098	297	0.054		
Total	16.197	299			

Table 4. Test of homogeneity of variances for job satisfaction.

Levene's statistic	df1	df2	Sig.
2.238	2	297	0.108

succeed. It will help them achieve with appropriate planning, readiness to act and to encounter any obstacles. Thus, in order to achieve these goals, students should be given an opportunity to involve in industrial training.

Attendance is one of the important elements in job involvements. It can reduce the number of dropout among vocational school students. This perception means that students' job involvement in industrial training can have a positive impact on students' attendances. It can also be affected by job environments and students' interests.

Task satisfactions can help to develop students' performances in an organization. The provided services can affect customer's satisfactions, and better services that can affect employees' satisfactions. Related to task satisfactions, the students shall be able to work accordingly and to provide a quality service if the given tasks are related to their ability. Hence, the supervisor of industrial training should give the appropriate responsibility to the students so that they are able to give quality services based on the customers' needs.

Psychological attachments are also used to understand the implemented industrial training. Students shall be able to involve in industrial training, if the company and supervisor can fulfill the requirement of implementing the industrial training. Psychological attachments involved two way interactions between employer and employee (Gruman and Saks, 2011). Students' efforts in industrial training are one of the indicators to assess the appropriate competency. Students should strive seriously in order to achieve success in their lives. Concerns can be crucial elements for students in industrial training. Concerns are related to efforts. If there exists students' concerns while working, then they can give full commitment in order to prove their ability.

Are there significant differences between students' job involvements and job satisfactions based on the time period of industrial training?

Related to the time period of industrial training, there was

no significant difference among students' job involvements related to the time period of industrial training, namely three months, four months and six months. This means that job involvements based on the time period of industrial training is not appropriate to be an indicator to measure job involvements. But students' psychological identification and commitment toward their jobs in industrial training should be associated with the importance of the job to their future (Batt, 2002; Hackett et al., 2001). Hence, it is important to inform the students that industrial training is important for their future. As a vocational school student, it is important for them to enhance their self-esteems and concerns toward job. The result showed that there was no significant difference between the levels of vocational school students' job involvements based on the time period of industrial training.

In the context of students' job satisfactions based on the time period, it was found that there was no significant difference. This means that students' job satisfaction in industrial training is not due to the time period of conducting industrial training, namely three months, four months and six months. The obtained perception of hopes and facts during industrial training lead the students to work sincerely. This might be due to emotional feedbacks, which is due to the job conditions (Erkan, 2009; Khan and Nemat, 2011) and job environments (Mudor and Tooksoon, 2011). According to Koys (2001), organization behaviors can affect students' achievements and performances. Thus, students' success is related to their behavior towards organization. Students' success is also related to several aspects such as appreciations, inspections, job conditions, colleagues, benefits, communications and job criteria (Jackofsky and Slocum, 1987; Spector, 1997). This means that there was no significant difference between vocational school students' job satisfaction levels based on the time period of industrial training.

Are there significant relationship between students' job involvements and job satisfactions in industrial training?

The study explored the relationship between job involvements and job satisfactions for vocational school students. The relationship between job involvements and job satisfactions was significant. The result showed that students in industrial training did not have any concerns and efforts towards their job in industrial training. The

Table 5. ANOVA results for job satisfactions.

Variance	Sum of square	Df	Mean square	F	Sig.
Between group	0.021	2	0.010	0.414	0.662
Within group	7.527	297	0.025		
Total	7.548	299			

Table 6. Relationship between job involvements and job satisfactions.

Variable	X1	X2	X3	X4	X5	X6	X7	X
X1 Pearson correlation Sig. (2-tailed)								
X2 Pearson correlation Sig. (2-tailed)	.152(**)	.009						
X3 Pearson correlation Sig. (2-tailed)	.063	.295(**)	.276	.000				
X4 Pearson correlation Sig. (2-tailed)	.122(*)	.115(*)	.037	.035	.046	.523		
X5 Pearson correlation Sig. (2-tailed)	.814(**)	.106	.033	.111	.056			
X6 Pearson correlation Sig. (2-tailed)	.015	.750(**)	.059	.159(**)	.021	.715		
X7 Pearson correlation Sig. (2-tailed)	.060	.168(**)	.811(**)	.107	.060	.096	.096	
X Pearson correlation Sig. (2-tailed)	.505(**)	.532(**)	.427(**)	.467(**)	.605(**)	.588(**)	.565(**)	.000
Y Pearson correlation Sig. (2-tailed)	.158(**)	.369(**)	.326(**)	.323(**)	.190(**)	.438(**)	.376(**)	.578(**)
	.006	.000	.000	.000	.001	.000	.000	.000

** Correlation is significant at the 0.01 level (2-tailed).

relationship between concerns and efforts is also not significant. Students' concerns were affected by their efforts. If students were having high concerns, then they should give full efforts in their jobs. Conversely, students with low concerns will show low efforts toward their job. The results showed that there were relationships among psychological attachments, self-confidence, task satisfactions, attendances and job loyalties toward job satisfactions. In industrial training context, the related students' job involvements should be given a consideration by supervisors. Lack of students' job involvements can affect students' job satisfactions. This means that vocational school education is important to be used in developing students' different abilities. Based on

the above description, it can be concluded that there was a relationship between vocational school students' job involvement and job satisfaction levels in industrial training.

Conclusion

The purpose of this study was to investigate students' perceptions toward job involvements and job satisfactions during industrial training. The empirical study showed that students' perceptions about job involvements and job satisfactions were high. Several aspects of job involvements in this study were high namely job loyalties,

self-confidence, attendances, task satisfactions, psychological attachments, efforts and concerns. This study also showed that there was no significant difference between job involvements and job satisfactions based on the time period of the three groups, namely three months, four months and six months. This study also found that there was a significant relationship between students' job involvements and job satisfactions. Examples of the strong relationship towards job involvements were concerns, psychological attachments, self-confidence, efforts, attendances and loyalties. It was found that only job satisfactions were having a moderate relationship with job involvements. The study also showed that there was a weak relationship between job involvements, specifically concerns and job satisfactions. There were several of job involvements, namely psychological attachments, task satisfactions, self-confidence, efforts, attendances and loyalties having a moderate relationship with job satisfactions.

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